DOCUMENT RESUME

ED 084 263 SP 007 499

AUTHOR Magnuson, Yngve P.; Rickenberger, Donald
TITLE Minneapolis Auxiliary Personnel Program 1971-72. A Title I, ESEA Project.
INSTITUTION Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
PUB DATE Aug 72
NOTE 22p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educationally Disadvantaged; *Educational Opportunities; *Educational Programs; Program Administration; *Program Development; *Teacher Aides; Teacher Improvement

ABSTRACT

This report describes the Minneapolis Auxiliary Personnel Program, 1971-72, which is designed to provide better educational assistance and services to eligible, educationally disadvantaged students. Following a brief description of the city of Minneapolis and its schools, the report describes the students who are eligible for the program--students who are one or more years below grade level in the basic skills, or those who will be unless they receive addítional aid. The staff responsible for the planning, development, and implementation of the program are listed as a) a full-time administrator, b) three half-time coordinators, and c) a clerk typist. The report then lists the training services for the aides: a) courses at the University of Minnesota and Metropolitan State Junior Colleges, b) off-campus courses in Model Cities and Pilot City neighborhoods and community centers, and c) in-service instruction and adult basic education classes. Budgetary considerations and recommendations for future programs are included. (BRB)

BOARD OF EDUCATION

W. Harry Davis, Chairman

Frank E. Adams Mrs. Marilyn A. Borea David W. Preus
Richard F. Allen Philip A. Olson Stuart W. Rider, Jr.

Superintendent of Schools

John B. Davis, Jr.

MINNEAPOLIS PUBLIC SCHOOLS

Special School District No. 1
Minneapolis, Minnesota 55413

An Equal Opportunity Employer

FILMED FROM BEST AVAILABLE COPY

ED 084263

Minneapolis Public Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Minneapolis Auxiliary Personnel Program
1971-72

A Title I, ESEA Project

Yngve P. Magnuson, Administrator
and
Donald Rinkenberger, Coordinator,
Social Work Aides

SP 007 499

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

Research and Evaluation Department
Educational Services Division
807 N. E. Broadway
Minneapolis, Minnesota 55413

August 1972
Order number C-71-22

Minneapolis Public Schools

Minneapolis Auxiliary Personnel Program
1971-72

Summary

The Minneapolis Public Schools initially employed teacher aides in a pilot program in the summer of 1964. Since that first year, the aide program has grown to include over 1,000 aides, one-third of whom are Title I funded. See page 6

The overall goal of the Title I Teacher Aide Program is to help schools deliver better educational-supportive assistance to eligible educationally disadvantaged students. The Title I portion of the program focuses on students who are one or more years below grade level in the basic skills areas, or who will be in the future unless they receive additional aid. See page 7

The staff includes a full-time administrator, three half-time coordinators and a clerk typist. They are responsible for the overall planning, development and implementation of the program. Profile information on the aides reveals that, typically, an aide is a married female forty-five years old who has worked as an aide for two and one-half years. See pages 7-9

Aides have extensive opportunities to acquire additional training through courses at the University of Minnesota and Metropolitan State Junior College; off-campus courses offered in the Model Cities and Pilot City neighborhoods and community centers; and in-service instruction and adult basic education classes. See pages 10-13

In 1971-72, $742,962 in ESEA, Title I funds were allocated for the Title I portion of the program, in addition to $71,391 in state funds. See page 15

* * *

August 1972 Research and Evaluation Department

Table of Contents

	Page
City of Minneapolis.	1
The Minneapolis Schools.	3
Historical Background.	6
Objectives and Participants.	7
Personnel.	8
Planning and Training.	10
Parent and Community Involvement	14
Results.	14
Budget	15
Dissemination and Communication.	15
Recommendations.	16

About this report. . .

Evaluation reports prepared by the Research Department of the Minneapolis Public Schools follow the procedures and format described in Preparing Evaluation Reports, A Guide for Authors, U. S. Department of Health, Education and Welfare.

Readers who are familiar with these Evaluation Reports may wish to skip the first two sections describing the City of Minneapolis and the Minneapolis Public Schools since these descriptions are standard for all reports.

The City of Minneapolis

The program described in this report was conducted in the Minneapolis Public Schools. Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven county metropolitan area of over 1,874,000, the largest population center between Chicago and the Pacific Coast. As such it serves as the hub for the entire Upper Midwest region of the country.

The city, and its surrounding area, long has been noted for the high quality of its labor force. The unemployment rate in Minneapolis is lower than in other major cities, possibly due to the variety and density of industry in the city as well as to the high level capability of its work force. The unemployment rate in May of 1972 was 4.1%, compared with a 5.9% national rate for the same month. As the economic center of a prosperous region rich in such natural resources as forests, minerals, water power and productive agricultural land, Minneapolis attracts commerce and workers from throughout the Upper Midwest region. Many residents are drawn from the neighboring states of Iowa, Wisconsin, Nebraska and the Dakotas as well as from the farming areas and the Iron Range region of outstate Minnesota.

More Minneapolitans (32%) work in clerical and sales jobs than in any other occupation, reflecting the city's position as a major wholesale-retail center and a center for banking, finance and insurance. Almost as many (26%) are employed as craftsmen, foremen and operatives, and 23% of the work force are professionals, technicians, managers, and officials. One out of five workers is employed in laboring and service occupations.

Minneapolis city government is the council-dominated type. Its mayor, elected for a two year term has limited powers. Its elected city council operates by committee and engages in administrative as well as legislative action.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, the city's population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single family dwellings built to withstand severe winters. Row homes are practically non-existant even in low income areas. In 1970, 48% of the housing units in Minneapolis

were owner-occupied.

Most Minneapolitans are native born Americans, but about 35,000 (7%) are foreign born. Swedes, Norwegians, Germans, and Canadians comprise most of the foreign born population.

Relatively few non-white citizens live in Minneapolis although their numbers are increasing. In 1960 only three percent of the population was non-white. The 1970 census figures indicate that the non-white population has more than doubled (6.4%) in the intervening 10 years. About 70% of the non-whites are black. Most of the remaining non-white population are Indian American, mainly Chippewa and Sioux. Only a small number of residents from Spanish-speaking or Oriental origins live in the city. In 1970 non-white residents made up 6.4% of the city's population but accounted for 15% of the children in the city's elementary schools.

Minneapolis has not reached the stage of many other large cities in terms of the level of social problems. It has been relatively untouched by racial disorders or by student unrest. Crime rates are below national averages. Continuing concern over law and order, however, is still evidenced by the recent re-election of Mayor Charles Stenvig, a former police detective.

One's first impression is that Minneapolis doesn't really have serious problems of blight and decay. But the signs of trouble are evident to one who looks beyond the parks and lakes and tree-lined streets. As with many other large cities, the problems are focused in the core city and are related to increasing concentrations there of the poor, many of them non-whites, and of the elderly. For example, nine out of 10 black Americans in Minneapolis live in just one-tenth of the city's area. While Minneapolis contains 11% of the state's population, it supports 28% of the state's AFDC families.

There has been a steady migration to the city by Indian Americans from the reservations and by poor whites from the small towns and rural areas of Minnesota. They come to the "promised land" of Minneapolis looking for a job and a better way of life. Some make it; many do not. The Indian American population is generally confined to the same small geographic areas in which black Americans live. These same areas of the city have the lowest median incomes in the city and the highest concentrations of dilapidated housing, welfare cases, and juvenile delinquency.

The elderly also are concentrated in the central city. In 1970, 15% of the city's population was over age 65. The elderly, like the 18 to 24 year old young adults, live near the central city because of the availability of less expensive housing in multiple-unit dwellings. Younger families have continued to migrate toward the outer edges of the city and to the surrounding suburban areas.

The Minneapolis Schools

About 77,500 children go to school in Minneapolis Most of them, about 64,700 attend one of the city's 98 public schools; 12,800 attend parochial or private schools.

The Minneapolis Public Schools, headed by Dr. John B. Davis, Jr., who became superintendent in 1967, consists of 67 elementary schools (kindergarten-6th grade), 15 junior high schools (grades 7-9), nine high schools (grades 10-12), two junior-senior high schools, and five special schools Nearly 3,500 certificated personnel are employed.

Control of the public school system ultimately rests with a seven member board which levies its own taxes and sells its own bonds These non-salaried officials are elected by popular votes for staggered six year terms. The superintendent is selected by the board and serves as its executive officer and professional adviser.

Almost 40 cents of each local property tax dollar goes to support a school system whose annual operating general fund budget in 1972-73 is $78,992,236 up from $74,340,271 in 1971-72. Minneapolis received federal funds totaling 8 million dollars in 1971-72 from many different federal aid programs. The Elementary and Secondary Education Act provided about 6.8 million dollars, of which 3.4 million dollars was from Title I funds. Per pupil costs in the system were $920 in 1970-71 while the range of per pupil costs in the state was from $254 to $1,041.

One of the superintendent's goals has been to achieve greater communication among the system's schools through decentralization. Consequently two "pyramids" or groups of geographically related schools have been formed. First to be formed, in 1967, was the North Pyramid, consisting of North High School and the elementary and junior high schools which feed into it. In 1969 the South-Central Pyramid was formed around South and Central High Schools. Each pyramid

has an area assistant superintendent as well as advisory groups of principals, teachers, and parents. The goals of the pyramid structure are to effect greater communication among schools and between schools and the community, to develop collaborative and cooperative programs, and to share particular facilities and competencies of teachers.

Based on sight counts on October 19, 1971 the percentage of black American pupils for the school district was 9.7%. Seven years before the proportion was 5.4%. Indian American children currently comprise 3.4% of the school population, more than double the proportion of seven years ago. The proportion of minority children in the various elementary schools generally reflects the prevailing housing pattern found in each school area. Although some non-white pupils are enrolled in every elementary school, non-white pupils are concentrated in two relatively small areas of the city. Of the 67 elementary schools, 11 have more than 30% non-white enrollment and four of these have over 50%. There are no all-black schools and there is one all-white school. Thirty-seven elementary schools have non-white enrollments of less than 5%.

The proportion of school age children in AFDC homes has almost doubled from approximately 12% in 1962 to 23% in 1971.

While the median pupil turnover rate for all the city schools in 1970-71 was about 23%, this figure varied widely according to location (turnover rate is the percent of students that come in new to the school or leave the school at some time during the school year, using the September enrollment as a base figure). Target area schools generally experience a much higher turnover rate; in fact only two of the target area schools had turnover rates less than the city median. Compared with the city, the median for the target area schools was almost twice as large (39%).

The Target Area

The Target Area is a portion of the core city of Minneapolis where the schools are eligible to receive benefits from programs funded under Title I of the Elementary and Secondary Education Act (ESEA). A school is eligible to receive Title I aid if the percentage of families residing in that school's district who receive AFDC payments (in excess of $2,000 a year) or have an annual income under $2,000 exceeds the city wide percentage for families in that category.

In 1971-72, nearly 24,500 children attended the 24 elementary schools, six junior highs, three senior highs and eight parochial schools that were eligible to receive this aid. One third of these students were from minority groups and one third were defined by the State Department of Education as educationally disadvantaged, i.e. one or more grade levels behind in basic skills such as reading and arithmetic. Federal programs are concentrated on the educationally disadvantaged group.

According to 1970 census data, over 170,000 persons resided in the Target Area. Of that group, 11 percent were black and 3½ percent were Indian, more than double the city wide percentage of minority group members. Over half of the Target Area residents over 25 years old have not completed high school, compared to the 35 percent of the non-Target Area residents who do not have high school diplomas. One out of five Target Area residents over the age of 25 has gone to college, and nine percent have completed four or more years. One out of four of the non-Target Area residents have gone to college, and 15 percent have completed four or more years.

The income for an average Target Area family was $9,113 in 1970, over $2,000 less than the city wide average. The homes they live in have an average value of $10,385, over 40 percent less than the average value of a single family residence in Minneapolis. One out of five Target Area children between the ages of 6 and 17 is a member of a family that is below the poverty level, while only 6 percent of the non-Target Area children have such a family status.

Historical Background

The Minneapolis Public Schools initially employed teacher aides at Hall Elementary School in the summer of 1964 in a pilot program of school-related activities for children. The experiences in that program stimulated the design for the first Urban Area Summer Program and Project Head Start under the Economic Opportunity Act of 1964, both of which were started in the summer of 1965. These activities were centered in 16 Target Area elementary schools. Each teacher had the assistance of a neighborhood aide.

The overwhelming acceptance of aides by teachers generated a proposal for a Teacher Aide Program in the fall of 1965, which was funded under Title I of the Elementary and Secondary Education Act of 1965. Several months later, the use of aides was expanded when Home Visitors, now referred to as social work aides, were included in the program. The school aide program included a training component for aides and a full time staff consultant to conduct the training and direct the program operation. The initial program had 200 aides in 21 elementary and 8 secondary schools, but the number was increased to 240 at the end of the first semester.

Since that first year, the aide program has grown steadily to include over 1,000 aides, one-third of whom are Title I funded. Along with the growth, new training activities have been developed and more educational opportunities made available to the aides and the professional staff. The funding sources have now expanded to include state money for special education services, and local funds for services beyond the federal funding levels.

Although the program has had some operational problems in its developmental stage, it has gained significant support from students, teachers, staff members and the community because of the demonstrated effectiveness of the aide program in assisting the professional staff in helping children learn.

Two important operational difficulties that the program has encountered are adaptation of Civil Service regulations to the particular needs of the aides, and budget limitations. Nevertheless, the future is encouraging.

Because of its ongoing developmental nature, it is expected that the program will continue to reflect changing educational approaches to meet the needs of children. Furthermore, it is hoped that a more comprehensive employment structure with additional career opportunities for the auxiliary staff will be available for those progressing from paraprofessional to professional status.

Objectives and Participants

The overall goal of the Title I Teacher Aide Program is to help schools deliver better educational-supportive assistance and services to eligible educationally disadvantaged students and the community through the utilization of auxiliary personnel. To help achieve this goal, the five objectives of the program are to:

- Relieve the teacher to work individually, or with small groups, of eligible children.
- Provide tutorial service to Title I eligible students.
- Provide a liaison for the community through a neighborhood resident working in the classroom as a teacher aide.
- Provide children with the opportunity to develop a positive relationship with adults in the classroom.
- Provide training to improve the effectiveness of auxiliary personnel.

Preliminary data from a recent, not yet released, study by the Research and Evaluation Department of the Minneapolis Public Schools reveals some profile information about the aide participants. Based on the return of 813 questionnaires, the typical aide is a married female forty-five years old who has worked as an aide for two and one-half years. Almost 75 percent are white; 22 percent are black and 3 percent are Indian. About 85 percent of the aides have either passed the High School General Educational Development Test (GED) or have a high school diploma.

The focus of the Title I portion of the Teacher Aide Program is on students who are presently one or more years below grade level in the

basic skills areas, or who will be in the future unless they receive additional aid. An audit of the program this year indicated that the job description for each aide must be defined to include the identification of children eligible for this auxiliary service. Job descriptions and eligibility lists of children being served were obtained from each school using Title I aide service. On-going monitoring will assure that the program will continue to meet Title I regulation.

Personnel

According to Minnesota Title I guidelines, priority in the selection of Title I staff members

> "should be given to teachers who have training and experience in early childhood and primary grade education and a record of successful teaching experience with educationally disadvantaged children. Title I staff members must be able to relate well to educationally deprived children, must have an understanding of the culture of poverty and be competent in teaching the basic skills. It is essential that all personnel selected for the Title I project believe in the value of the project and its potential for making a difference in the educational achievement of the pupils."[1]

The Title I staff of the Auxiliary Personnel program are qualified according to these guidelines. The full-time administrator and three half-time coordinators have a variety of experience and qualifications:

Administrator - Principal on Special Assignment, M.S. Degree + 45 credits

Background:
- Teacher
- Assistant Principal
- Principal
- TTT participant

Coordinator for Secondary School Aides - Teacher on Special Assignment, M.A. Degree + 45 credits

Background:
- Social studies teacher
- Board member, TTT
- Team Leader, Teacher Corps

Coordinator for Elementary School Aides - Teacher on Special Assignment, B.A.

Background:
- Coordinator, Elementary School Aides, New Careers
- Elementary teacher utilizing aide service
- Teacher, Head Start and Urban Summer School Programs

---

[1] State of Minnesota, Department of Education; Regulations and Guidelines, Title I ESEA, 1972-73, p. 63.

Coordinator for Social Work Aides - School Social Worker on Special Assignment, M.S.W. - 45

Background: Coordinator, Social Work Aides, New Careers
School Social Worker
Social Worker, Head Start Program

In addition, a full-time clerk typist has been employed by the project since 1966.

It should be pointed out that the three coordinators work full-time on the auxiliary personnel program. The remaining half-time is funded by the Career Opportunities Program, Part D of the Education Professions Development Act. Forty of the 94 aide-participants in that program are Title I funded.

There has been no problem recruiting or retaining staff members. They perform a wide range of administrative and service functions that provide individualized and comprehensive assistance to the project. The most important duties of the staff include:

- Performing various administrative duties that aid in the planning, development and implementation of the project;
- Making routine visits to schools and other centers to provide service to supervisors and aides, to coordinate services, "trouble-shoot" problems, improve the utilization of aide service and monitor the project;
- Assisting in the planning, development and implementation of relevant training programs on a building, area or city-wide basis;
- Writing and disseminating information about the project;
- Participating on committees and in organizations to advocate the program's service to educationally disadvantaged children;
- Performing essential clerical, record keeping and other service tasks to maintain the project.

The Auxiliary Personnel office has been fortunate to receive training resource services and materials from the Dayton-Hudson Corporation. In addition to Dayton's, Northwestern Bell Telephone, Northwestern National Bank, the

Veteran's Administration and the Minneapolis Public Library have contributed materials to the project.

Planning and Training

Planning

Project planning is done at two levels: in the Office of Auxiliary Personnel and in the local school or center. The central staff is responsible for the overall program planning, development and implementation, and the local school administrator and other professional personnel are responsible for tailoring the program to their particular students' needs.

Traditionally, the Office of Auxiliary Personnel has encouraged local building staffs to develop a meaningful building-based program. Technical assistance is given to local administrators who request it, and advice and reaction to proposed program changes is often solicited from personnel outside the Office of Auxiliary Personnel.

Training

Formal pre-service training has not been offered by the staff of the Office of Auxiliary Personnel to newly employed aides since 1969. Since that time it has been provided by the principal and/or supervisor in the local school or center according to suggested outlines and training materials provided by the Office of Auxiliary Personnel.

During the summer of 1971 a general orientation plan was developed by the coordinators with advisory input from a group of aides, and is included in an aide manual, Let's Talk About. . . .".

A more comprehensive orientation series is being produced on cassette tapes. A content outline has been developed under the direction of the Elementary School Aide Coordinator with advisory assistance from a committee of aides. The anticipated completion date of this training material is summer 1972.

Title I aides can acquire additional training through the following programs: Local accreditation, institutional accreditation, non-accredited meetings and other training programs.

Local accreditation includes building and citywide in-service training; coordinator conducted classes, which may be offered for local or college credit; community school programs; adult basic education classes; classes

at Minneapolis Vocational High School and professional growth courses for certificated personnel.

Institutional accreditation is given for course work taken at Metropolitan State Junior College, the University of Minnesota and private colleges.

Non-accredited meetings are periodically scheduled during the year.

Other training programs include course work shown on the University of Minnesota's educational television station, KTCA-TV, Channel 2, and off-campus courses offered in the Model Cities and Pilot City neighborhoods and community centers convenient to the aides.

Aides have also participated in professional staff development courses and Human Relations training at the local school or center.

Some of the in-service training provided to Title I elementary school aides after work hours or on release time have included:

School	Subject Areas of Training	Weeks/Hours	Participants
Adams, Irving and Madison	Reading	10/30	Aides
Bethune	Identification and Treatment of Learning Problems in the Classroom	10/20	19 Aides w/ Supervisors
Bremer	Skills Training	10/30	15 Aides
Harrison	Parents are Responsible	10/30	Aides
Irving	Media Course	10/30	10 Aides
Lyndale	Skills Training	10 weeks	11 Aides
Mann	Communications Development	10/30	20 Aides
Mann	General Skills Program Math-Reading-Physical Ed.	10/30	24 Aides
North and South Basic Skill Centers	Skills Training	2-10 hour sessions	11 Aides, NBS 13 Aides, SBS
Prescott	Skills Training	10/30	8 Aides 6 Supervisors
South Basic Skill Center	Skills, Discipline and Human Relations	10/30	Aides
Willard	Teacher Effectiveness Trng.	10/30	Aides & Superv.
I.M.C.	South Pyramid Training-Reading	10/30	18 Aides

In addition, there have been the following special training programs:

- Pyramid Curriculum Area meetings involving supervisors and aides;
- Pyramid Reading Program for Teacher Aides funded by Part B, Subpart 2 of the Educational Professions Development Act, involving supervisors and aides was held in the spring of 1971 and is planned for the summer of 1972;
- Afternoon meetings during release time at Bremer, Hay and Prescott Schools involving the coordinator with supervisors and aides.

Some of the in-service training provided to Title I secondary aides after school hours included:

School	Subject Areas	Weeks/Hours	Participants
Central High Franklin Junior	High Schools: Problems and Possibilities	10/30	50 Aides
North High	Basic Skill Problems and Methods	10/20	21 Secondary Aides in Northside schools
Lincoln Junior High	Discipline, Human Relations and other related topics	10/20	15 Secondary Aides in Northside schools

In 1971-72, some of the in-service training opportunities for social work aides and supervising school social workers included:

- Participation of 10 Title I social work aides in a two-week summer training session on the "Community and Its Resources" that focused on corrections as a community resource. County and state programs were studied and tours of correctional facilities were made.
- Participation of eight Title I social work aides in two phases of a continuing education workshop on current innovative helping processes. The workshop was sponsored by the state school social work professional organization and a grant from the National Institute for Mental Health;
- Four sessions on the etiology of mental retardation included working with retarded students, their parents and community resources that serve the retarded;
- Attendance at quadrant and citywide school social work meetings.

Some of the in-service training to Media Aides (Library and Resource Centers) after work hours included:

School	Subject of Training	Weeks/Hours	Participants
South High Franklin Junior Greeley Elementary	Introduction to the Media Center	10/30	Aides working in library-media and resource centers
South High Franklin Junior	Basic Reference Assistance in Media Centers	10/30	Aides working in library-media and resource centers

Project Operations

Although the Teacher Aide Project has been operational since 1965, this report covers the Title I portion of the program from June 1971 to June 1972.

Since 1967, the project has been housed in the Federal Projects office at the Central Office of the Minneapolis Public Schools.

In each Title I school or center, the principal is responsible for the program's daily operation. Allocation of aide service from the central office is reviewed periodically, at least once a year, and changed to reflect the current needs of the children within a building or special program.

One of the primary staff functions is developing special materials to be used in the program. This year, the following things were done:

- Let's Talk About...." is a 36 page manual for aides written during the summer of 1971 and made available to administrators, supervisors and aides for the 1971-72 school year. Local funds were used in the printing of the manual. However, because of the positive response from aides and administrators, minor revising and reprinting will be done during the summer of 1972 using Title I funds.

- Career lattices, outlining the appropriate roles and functions for auxiliary personnel were revised and updated during the summer of 1972, and will be ready for distribution at the beginning of the 1972-73 school year.

- "Facts About School Aides", an informational leaflet, was printed in 1971 and distributed in February 1972; annual updates are planned.

- The Office of Auxiliary Personnel Newsletter was published three times during the school year and distributed to all aides.

Parent and Community Involvement

In the teacher aide program, employment preference has always been given to community residents, who may also be parents of Title I eligible children. This practice improves the relationship between the parent, school and home.

The resident-teacher aides have had a significant impact on the educational programs in their schools. Because of their involvement on the Title I Advisory Committee,[2] in monthly North and South-Central Pyramid Aide Committee meetings, building staff meetings and other community organizations, the aides have made schools more responsive to the needs of children. The aide program has helped to bridge the gap between the community and the school.

New human resources for the schools and the children have been found through the use of community residents in an educational setting. New ideas, a challenge to traditional viewpoints and valuable feedback have been major contributions of aides.

Results

The response from teachers and administrators to the Auxiliary Personnel Program has been extremely positive. This year again, there was an enthusiastic demand for additional aide service.

Continued improvement in the utilization of aide service has been demonstrated this year. Presently the overall aide program has forty-two aides on the school assistant classification. Of these, six are Title I funded and have been upgraded from School Aide II to School Assistant classification during this past year. This reflects growth in differentiated staffing to provide more and better educational and supportive programs for children.

Recognizing the essential assistance that auxiliary personnel provide, new programs that were initiated this year or planned for the summer of 1972, included the use of auxiliary personnel. Some of these programs are the Title III Preschool for Urban Children and the Student-Teacher Self-Enhancement projects, the Title IV Southeast Alternatives (SEA) program; and the Title VIII Student Support Program.

---

[2] This aide participation ends this year because of new Title I regulations.

The use of teacher aides has become a negotiated item by the teacher's negotiation council, emphasizing the importance that teachers attach to the aide program.

Readers interested in further information about the Auxiliary Personnel Program should consult two studies made by the Research and Evaluation Department of the Minneapolis Public Schools.[3]

Budget

In 1971-72, the Title I portion of the Minneapolis Auxiliary Personnel Program operated on a budget of $814,353. The federal government, under Title I of the Elementary and Secondary Education Act of 1965, provided $742,962 of this amount. The remaining $71,391 was received from the Minnesota Department of Education.

Most of this money, $668,675 (82%) was used for aide salaries; $70,120 (9%) was used for professional staff salaries. The remaining funds were spent for training, supplies, instructional materials, and travel and mileage expenses.

Dissemination and Communication

Information about the Auxiliary Personnel Program has been disseminated through a variety of publications. Two booklets, Federal Programs in the Minneapolis Public Schools and the 1971-72 Annual Report of the Minneapolis Public Schools, and two issues of the Minneapolis Public Schools Bulletin[4] present various facets of the program.

In addition, 100 copies of the previously mentioned Auxiliary Personnel Newsletter are distributed nationally. The career lattices, "Facts About School Aides" and the aide manual, Let's Talk About. . . . are also used for dissemination purposes.

"The Aide Story", a 17-minute slide-tape presentation describing the program has been a valuable communication tool.

---

[3]Johnson, Lary, Pyramid Reading Program for Teacher Aides, 1970-71, Research Division, Office of Research, Development and Federal Programs, Minneapolis Public Schools, July, 1971.

Johnson, Lary, The Role of the Elementary Classroom Teacher Aide in Minneapolis Public Schools, 1970-71, Research and Evaluation Department, Educational Services Division, Minneapolis Public Schools, November, 1971.

[4]Minneapolis Public Schools, The Bulletin, Vol. 58, No. 3, September 10, 1971, and Vol. 58, No. 23, February 11, 1972.

Any number of the staff is capable of making a general presentation of the project. However, specific areas, e.g. administration, budget, etc., might require the expertise of a certain individual.

Many interested visitors from other auxiliary personnel programs throughout the United States and Canada have come to view the Minneapolis aide program in action. These visits have provided input and direction for other aide programs, and have given the Minneapolis aide staff valuable feedback. One visitor described the project in a research document.[5]

For the past several years prior to the opening of school, the project staff and some aides have been participating in a workshop orienting new school personnel. Similar orientations have been made to school staffs and the local community after the schools have opened.

Recommendations

The Minneapolis Auxiliary Personnel Program has been a model for national and international educators. It has successfully gained support from the community, students, administrators and teachers, and should be continued.

Although a rather sophisticated program has developed in the past eight years, the staff recognizes the need for on-going evaluation of the project. The project must always reflect a response to serve the maximum number of eligible children and to meet their educational needs to the fullest.

Therefore, the following recommendations are being proposed for 1972-73:

- Redefine the project's process and management objectives behaviorally;
- Complete a job analysis for all staff;
- Develop materials that provide newly employed aides with adequate pre-service, orientation and beginning in-service training;
- Write a systematized approach to aide upgrading;
- Provide in-service training appropriate to secondary aides to improve their skills in meeting the basic skill needs of students;
- Continue the training of supervisors to improve aide services;
- Administer and monitor the overall program to meet current Title I guidelines;
- Monitor the tasks and services of the social work aides to meet the regulations of the State Department of Education in serving handicapped students;
- Conduct research studies on the various aspects of the social work aide program;
- Conduct research studies to determine the value of the aide program.

---

[5] Golden, Tom and Wangen, Dave, Counselor Aide Programs: Annotations and Resources, Educational Research and Service Center, School of Education, University of South Dakota, April, 1971.

Minneapolis Public Schools

Educational Services Division
Planning, Development and Federal Programs

Harry N. Vakos, PhD., Assistant Superintendent
Educational Services

Planning and Development

Lawrence P. Moon, PhD., Director of Planning, Development and Federal Programs

Mary C. Kasbohm, Assistant Director of Planning, Development and Federal Programs

Wallace J. Spolar, Fiscal Manager

Emma N. Hudson, Coordinator, Title I ESEA

Ruby M. Riney, Coordinator, Title I ESEA

Marge Hols, Dissemination Specialist

Rebecca S. Howard, Dissemination Specialist

Research and Evaluation

Richard W. Faunce, PhD., Director for Research

Lary R. Johnson, Research Associate

Robert L. Bergeth, PhD., Title I Evaluator

Sara H. Clark, Title I Evaluator